

AFS

Abington Friends School



Upper School Family Handbook 2016-2017

TABLE OF CONTENTS

I. Introduction	3
II. Quaker Spiritual Moral Development	10
III. Academics	14
IV. Attendance	23
V. Student Support Services	27
VI. Community Standards	39
VII. Co-Curricular Activities	51
VIII. Financial Obligations and Insurance	52
IX. General Information	52

I. Introduction

A Brief History of Abington Friends School

Abington Friends School is an independent, co-educational, college preparatory day school, founded by and remaining under the care of Abington Monthly Meeting of the Religious Society of Friends. It holds the distinction of being the oldest primary and secondary educational institution in the United States to operate continuously at the same location. More than 500 students, from age 3 through 12th grade, are enrolled, across three divisions: Lower, Middle and Upper Schools.

John Barnes, a wealthy tailor, donated 120 acres of his estate and 150 pounds of currency in March 1697 for a meetinghouse and school. It was the desire of the Oxford Monthly Meeting, parent body of Abington Friends Monthly Meeting, to establish a school with a comprehensive religious education. The school was the first educational institution in the Abington area and classes were conducted in what is now the northeast corner of the Meeting House after its completion in the autumn of 1697.

Beginning in 1784, the current caretaker's building next to the Meeting House served as the school. Boys met on the first floor; girls on the second. The farmhouse is believed to have been built between 1690 and 1710. The building was either a farmer's residence or a storage cottage. AFS operated as a boarding school from 1887-1914 when a Quaker minister, Edith Atlee, saw the need for secondary education. The result was a school from kindergarten through 12th grade. After the close of the boarding school, the high school was eliminated. In the mid-1920s, ninth grade was added.

Due to the increase of public schools in the area in the early 20th century, enrollment at AFS began to drop, particularly among boys. In 1931, AFS became an all-girls college preparatory school. Boys were readmitted in 1966, with the first co-ed graduation in over 40 years occurring in 1975.

From the first September over 300 years ago, Abington Friends

School has been a special place for children. Quakers and non-Quakers, and children of all races, nations, and economic backgrounds have received rigorous academic training in an environment which empowers them to create, question, challenge, and explore. Students are taught the value of peaceful conflict resolution and are expected to participate in community service. With these powerful guiding principles, Abington Friends School has been able to help children grow into productive, responsible adults committed to improving their communities and the world.

(Historical excerpts from research by William C. Kashatus '77.)

Abington Friends School Mission Statement

Abington Friends School, founded in 1697 under the care of Abington Monthly Meeting of the Religious Society of Friends (Quakers), educates students by integrating the following:

- Friends principles, practices, and testimonies;
- Intellectual excellence, tied to strength of character and personal talents; and
- Moral, physical, emotional, social, and spiritual well-being.

Abington Friends School Statement of Philosophy

Abington Friends School, a coeducational, college-preparatory day school, serves students from preschool through grade 12 by providing a strong academic foundation for advanced study. Teaching is rooted in Quaker beliefs, combining reflection with action and balancing the needs of individuals with those of community. The School holds scholarship, moral integrity, simplicity, and diversity at its core.

The precepts and practices of Friends give definition to the daily life of the school and affirm the belief that there is “that of God” to respect and answer in every individual. Weekly Meeting for Worship, the central spiritual experience of the community, offers time for silent reflection and thoughtful sharing. Quaker values promote individual and collaborative work toward such ends as environmental stewardship, social justice, and the peaceful resolution of conflict.

Students meet challenging academic expectations by uniting personal strengths and varied talents with vision, imagination, and well-disciplined effort. Interdisciplinary, intercultural, and aesthetic studies spark innate curiosity and the joy of learning fundamental to long-term growth. Emphasizing social responsibility and the life of the mind, the school prepares students to become independent leaders who voice and act upon strongly held beliefs.

Abington Friends School, drawing on its three centuries of history, expects to instill in each student a life-long love of learning, personal integrity, and commitment to self, family, and the service of others.

Purpose of the *Family Handbook*

The Upper School is guided by the same general principles as the other divisions of AFS as spelled out in the school's Statement of Philosophy. We all believe that there is "that of God" in every person, and that in educating our children we are helping them develop their sacred uniqueness. For this reason, we are concerned with all aspects of that development: moral, intellectual, aesthetic, physical, social and emotional.

Within this environment, the special focus of the Upper School is college preparation: successful completion of our program should prepare students for the rigors and challenges of further educational opportunities at the college level.

Families are the primary educators of their children. We assume that by sending their children to the AFS Upper School they are in agreement with our general philosophy and special focus, and are asking our help in preparing their children for college and the adult world. Because of our shared responsibility, it is essential that we always maintain clear and open communication. This handbook gives guidelines to aid that communication.

The School reserves the right to make alterations to any policy outlined in the *Handbook*. If changes are made, the community will be advised at the appropriate time.

Policy of Family Responsibility

Our students' safety and well-being are of paramount concern, whether on campus in school activities, or off campus in their private moments. In this spirit, it is expected that school families, as members of the AFS community, will work cooperatively with us to ensure the welfare of the children in our mutual charge. Families must comply with laws designed to safeguard children, such as those governing health codes, the use of seat belts or car seats, and the consumption of alcohol and other drugs. The school

also presumes the use of common sense and mature responsibility in situations such as being certain that parties are properly chaperoned by appropriate adults, that contact between families confirms where children will be and under what specific conditions, and that children are guided to respect and obey the laws of the land and the rules of the AFS community, as well as the sensibilities of others. An inability or unwillingness to adhere to these common sense and legal responsibilities will likely result in the school's asking a family to withdraw from AFS.

The Essential Partnership: Parents/Guardians and School Working Together

To be successful in achieving our educational mission, it is essential that families and the school work together cooperatively. The relationship between home and school works best when parents/guardians understand the school's mission, share its core values and support its programs, faculty and staff. When joined by common values and shared purposes, Abington Friends School and its parents/guardians form a powerful team with far-reaching positive effects on children and the entire school community.

Working together, parents/guardians and school professionals exert a strong influence on children to become better educated; they also help them to mature by modeling adult working relationships based on civility, honesty, and respect.

In practice, the greatest impediment to effective teamwork between AFS and parents/guardians grows out of misunderstandings about school decision-making processes. Who makes decisions at AFS? How are the decisions made? How are those decisions communicated?

Parents/Guardians and the School Committee

Ultimate decision-making authority at the school rests with the School Committee and Abington Monthly Meeting of the Religious Society of Friends. The School Committee is composed of 22 members, including a number of parents /guardians and 14 members of Abington Monthly Meeting. The Monthly Meeting must approve all members of the School Committee. The School

Committee does not intervene in daily affairs of the school, such as curriculum development and hiring, evaluating faculty, or on issues related to daily routines. Instead, the School Committee focuses on three areas critical to the success of the school: it selects, evaluates, and supports the head of school, to whom it delegates authority to manage the school; it develops broad institutional policies that guide the head in running the school; and it is accountable for the financial well-being and strategic goals of the school. In the conduct of its business, the School Committee acts only as a whole; individual committee members, including the clerk, have no authority to act unless specifically authorized to do so by the School Committee acting as a whole.

Parents/Guardians are informed about the work of the School Committee through letters from the head of school where issues before the School Committee are often highlighted.

Parents/Guardians with concerns about the school or with decisions made by the administration or faculty are encouraged to share those concerns with a division director, or, as a last step, the head of school. Parents/Guardians should know that the School Committee does not act as an appeals board for decisions made by the school's administration.

Relationship to the Faculty, Administration, and Staff

Parents/Guardians play an essential and positive role in the life of Abington Friends School. Not only are parents/guardians necessary partners in educating their children, they support the school and its children through extensive volunteer activities and through educational and social events.

The relationship between parents/guardians and the faculty, staff, and administration is formally governed by the enrollment agreement and by family divisional handbooks. When parents/guardians choose to enroll their child at Abington Friends School, they agree to subscribe to its mission, follow its rules, and abide by its decisions. First and foremost, however, parents/guardians and all school personnel must be guided by an ethic of mutual respect. Trust and mutual respect are the essential underpinnings of an effective relationship between families and the school.

Parents/guardians are encouraged to work productively with teachers, staff, and administrators by communicating concerns openly and constructively. Parents/Guardians should stay informed about their child's progress and about important events in the life of the school. The school welcomes thoughtful questions and suggestions.

While parents/guardians may not agree with every decision made by the school, in most cases, parents/guardians and the school find enough common ground to continue a mutually respectful relationship. In the extreme case, however, a disagreement may emerge that is so severe that the parent cannot remain a constructive member of the Abington Friends School community. In such cases, the school and the family should consider whether another environment would be more suitable for the family. In the very rare and extreme cases where parent/guardian behavior undermines mutual trust and respect, including verbal abuse, the use of threats, bullying, and other similar behavior, the school reserves the right, at any time in the school year or at any point in a student's career at the school, to immediately terminate the student's and family's relationship with Abington Friends School.

Attributes of Parents/Guardians Well-Suited for our Upper School

- **Partnership:** We look for parents/guardians who want to make a commitment to our school community, who support Quaker values, and who are willing to communicate and work through problems in a team-building manner. We need our parents/guardians to be accessible, open to further evaluation of their child, and willing to act on school recommendations made by faculty or outside professionals.
- **Trust:** We ask that our parents/guardians trust our curriculum and our program choices, and respect the professional expertise of our faculty and administration. We also seek parents who have patience and realistic expectations for their child in the learning process.
- **Commitment to the School's Mission:** We seek parents/guardians who share our common goal of educating

the whole child. Abington Friends School prepares its students for college, to enjoy learning throughout life, and to become useful, constructive, and caring citizens of the world.

Fundraising at AFS

As is the case with all independent schools, tuition alone does not cover the full cost of educating each student at the school. The gap of approximately \$2,000 a year per student is made up by contributions to the Annual Fund and proceeds from endowment. In addition to the annual needs, periodically the school will organize a capital campaign to raise needed funds for new buildings, for endowment, for teacher salaries and for tuition assistance.

All families are asked to support these fund-raisers to the extent they are able. No gift is too large or too small; 100 percent participation is always our goal. Today's students benefit directly from the generosity of past families and donors.

II. Quaker Spiritual and Moral Development

AFS is deeply committed to all students' spiritual and moral development. All aspects of our community life and academic program are connected by a shared understanding of and respect for the Quaker testimonies of Simplicity, Peace, Integrity, Community, Equality and Stewardship. All members of the Upper School gather once a week on Wednesday morning at Meeting for Worship.

Meeting for Worship

In the noisy rush of modern life we need periods of quiet when the soul may feed in peace on that which will nourish it for action.

—John Wilhelm Roundtree

Each week, students and faculty come together at Meeting for

Worship for a time of quiet reflection, deep listening and sharing in the manner of Friends. This has been part of our school's tradition for 300 years. Weekly Meeting for Worship usually takes place in the Meeting House, where the Upper School community gathers in silence. From the silence, some people may be moved to speak.

Central in the school week, Meeting for Worship provides an important contrast to the noise and business of the rest of the week. A focal point for the community, it also offers time for self-reflection. During the school year, special Meetings may be called to focus on a specific issue, share a concern, or bring our school community closer together.

Responsibility for the quality of the Meeting for Worship is shared by those present. Each person attending is essential to that Meeting whether by sharing a verbal message or by remaining silent. During Meeting for Worship everyone is expected to be respectful of and attentive to the process, the Meeting House and one another. Specifically, this means:

- keeping quiet and still,
- sitting upright on the benches,
- keeping feet on the floor,
- staying awake, and
- listening respectfully.

Honesty and Integrity

As a Friends community, AFS is committed to the independent development of each individual within a context of mutual respect, trust and concern. To this end, absolute honesty in all academic and social relationships is of the highest priority.

Community Service

In accordance with Friends principles and practices, Abington Friends School affirms that community service is an essential part of a student's education. Our goals are to make meaningful contributions to those parts of our larger community where help is most needed, to develop a lifetime commitment to service by experiencing its rewards, to deepen our awareness of social

conditions and needs in the larger community, and to see that we can make a positive difference in the world. The School encourages all members of the community opportunities to work in sustained partnership with people and organizations committed to service.

Student Governance

Student government in Upper School is modeled after Quaker Meeting for Worship for Business. Beginning in ninth grade, grade advisors and other faculty work with students to help them understand and assimilate key aspects of Quaker decision-making, including active listening, effective group process and consensus building. Students who are selected to clerk committees or Meetings for Business receive additional training in the skills necessary for clerking.

Each class creates a Nominating Committee to identify students for specific leadership positions, including members of the class Agenda Committee, clerks of various class committees, and clerk of the class Meeting for Business. The class Agenda Committee identifies issues of concern to the class, and then develops proposals and brings them for discussion to the class Meeting for Business, which includes all students in the grade and the grade advisors. All decisions on the proposals are made by consensus.

The same process is used for Upper School Meeting for Business. Using the nominating process, each class selects three members to serve on the Agenda Committee of Upper School, which is clerked by one of its senior members and also includes a faculty member. The Agenda Committee identifies issues of broader Upper School concern from students and faculty and presents proposals at Upper School Meeting for Business, which meets when an issue is ready for all-school discussion. All Upper School students, faculty and administrators participate in Meeting for Business, and decisions are made by consensus.

Competition and Recognition

AFS recognizes the positive side of competition by encouraging our students to stretch beyond their perceived limits, by fostering tenacity and self-discipline, and by helping all to cope with

personal and group failures by turning these into positive experiences. As a Friends school, we disapprove of competition that makes too few feel like winners and too many like losers, that elevates some by putting others down, and that applauds natural talent at the expense of personal or team progress. Competition, as we view it, must always support the work of every person in the group.

In the Upper School we try to strike a balance between competition and cooperation. In the classroom we want all students to achieve their best, and our teachers use a variety of individual and group activities to help students discover and develop their strengths and weaknesses. Our clubs and athletic teams invite all students to join. If a particular activity is unable to accommodate all who want to participate in it, we will work with students to help them participate in a subsequent or comparable activity.

The same principles for competition apply to recognition. We want first to show appreciation for all who have committed their talent and effort to a school activity or event, and when giving special individual recognition, we want our praise to reflect personal achievement and inspire others.

Recognition of student achievement, including Merit Scholarships, local and state science fair awards, winners of art, music and poetry competitions, sport achievements, etc., occurs throughout the school year in morning assemblies and at other community events. At the end of the year, the school formally honors its graduating seniors, as well as students who have made special contributions in academics, the arts, athletics and other student activities. Students are chosen based on their effort and achievement, and on the attitude and spirit they bring to the community.

Sportsmanship

As members of the Friends Schools League, we have agreed that our spectators will cheer *for* our team rather than *against* the opposing team. We will also refrain from distracting players and publicly criticizing officials.

Responsibility as Consumers

In order to further promote and adhere to Quaker philosophy and practice, the school is making an effort to ensure that the products we buy, consume and promote are manufactured in a socially responsible and environmentally sustainable way. Guidelines have been developed regarding the purchase of clothing used in physical education, athletics and fundraisers so that whenever possible we will avoid purchasing items made by businesses that use sweatshop, child or other exploitative labor. The school is committed to recycling, energy conservation, and using sustainable foods, products and services whenever possible, and actively promotes awareness of these issues in the school community.

III. Academics

Information about specific courses and additional detailed information about academic policies and procedures can be found in the *Upper School Curriculum Guide* elsewhere on the AFS Website.

Each year, Upper School students are expected to pass a minimum of four core academic courses and other required courses as outlined in the *Curriculum Guide*. As a college preparatory school, we help all of our students develop independence of thought, creativity, and good study habits, as well as mastery of the academic material. Our curriculum is designed with these objectives in mind.

Graduation Requirements

English	4 years
History	3 years
Mathematics	3 years
Languages	3 years in the same language
Sciences	3 years
Visual and Performing Arts	3 semesters
Health Education*	1 semester in 9th and 12th grades
Physical Education*	1 semester in 9th and 10th grades

10 th Grade Seminar*	10th grade
Athletics	1 sport each year

Note: Students enrolled in two seasons of an AFS team sport (one can be Personal Fitness) are qualified for an exemption from Physical Education.

*Grades from these courses are NOT included in the calculation of a student's GPA.

Class Attendance Policy

Since, as stated in the Introduction to the Upper School Curriculum Guide, the AFS academic program "...is based on experiential and collaborative learning in which interaction between teacher and students forms the basis for student achievement," consistent attendance in all classes is essential to students' academic progress at AFS. When a student misses more than seven meetings of a class or is absent for seven days of school in one semester, the Grade Dean will contact the family to discuss concerns about the student's attendance. If the absences are not related to a serious medical or psychiatric situation and they continue to occur after the family meeting, the Grade Dean and Dean of Student Life will meet with the family and will make a recommendation to the Director of the Upper School regarding the student's continued enrollment at AFS.

In the case of an extended absence due to an injury, illness, or acute mental health episode, the Grade Dean and Director of Student Support will meet with the student's family, the advisor, and the Student Support Team to discuss next steps. Decisions made in this meeting are guided by the advice shared by the outside medical/mental health professionals working with the student, either by writing or through a phone call with the Director of Student Support. In most cases, temporary accommodations can be made with teachers (and with the help of privately contracted outside tutors if necessary) to help the student make up missed work and assessments and to return to school and complete the marking period once the student's health has improved. However, if the student is unable to attend school for more than two weeks, the Director of Student Support will meet with the family and decide on a long-term plan based on the "Special Guidelines for Long-Term Absences"

(provided by the Upper School administration), which may include the granting of Medical Leave or Medical Withdrawal.

Homework

Upper School teachers have discretion in assigning homework on a daily or periodic basis, taking into consideration the nature of the course and special calendar events. Homework prepares students for class and guides them in reviewing material for assessments; it also provides opportunities for self-directed learning and serves as a means of instilling habits of responsible scholarship. Completing homework consistently is essential, since the quality of the classroom experience often depends on students' completion of homework; incomplete preparation of homework can compromise the learning experience of the individual student and of the entire class. Teachers will explain specific homework policies and expectations, as well as consequences for incomplete or late homework, in the syllabus distributed in each class at the beginning of the year.

The expected amount of time spent on homework varies according to the class and student ability; in general, students should expect to spend 30-45 minutes per class daily on homework (except for AP and Honors students – see below). Students are encouraged to use study halls and free periods to work on homework and long-term assignments, and to seek help from teachers if necessary.

We are concerned about students who spend too much or too little time doing homework. If there is a concern that a student is spending too much or too little time on homework the advisor should be contacted.

Families can help students by providing them with a place and routine in which to study; however, in order to foster self-discipline and independence, students must be held responsible for completing their own work. Occasionally, students need help with a particular assignment, but for parents/guardians, the goal should be merely to get them moving again, not to do their work for them. Parents/Guardians should contact the teacher and/or advisor if a student consistently struggles with homework assignments.

Homework in AP and Honors Courses

On occasion, AP/honors students are expected to spend more than the typical 30-45 minutes on a daily assignment per class, and therefore, students and families should take this into account when planning schedules. For planning purposes, students and families should anticipate spending one hour per class day on AP/honors assignments, particularly on the AP course assignments. However, students and families should be aware that this is an estimate for planning purposes only. The time demands may distribute themselves differently depending on the project.

Incomplete or Late Coursework

Major assignments of satisfactory quality that are submitted late will be penalized by 5 percent per day until a grade of 50 percent is reached, except in cases where the Director of Student Support has approved extending the deadline due to illness or other serious situations. All major assignments must be completed for students to receive credit for the course. Comments on reports or emails to parents/guardians will include references to timeliness and quality of work.

Tests, Quizzes and Projects

Teachers will announce full-period tests in advance. No student should have more than two tests or major projects or papers due in one day. If a third test or project is assigned, the student should speak to the teacher who assigned it and arrange for a different test day or due date. Quizzes may be given at any time and may be unannounced. Each class syllabus will provide specific details.

Communication of Student Progress

Teachers communicate with parents/guardians when students experience academic or behavioral difficulties in class. This communication typically takes the form of a phone call or an email. Teachers may also communicate notable student achievements in the same ways.

Halfway through each semester, teachers prepare Interim Reports, which are shared with families. The first Interim Report includes

a grade and a written comment. In the middle of the second semester, only a grade appears; teachers do not write comments except for one-semester classes, when the grade is C- or below, or when a significant change has occurred in student performance.

Shortly after the end of each semester, semester grades and comments are shared with families. Semester grades in most courses are determined as follows: 80-90 percent grade for the semester's work and 10-20 percent semester examination. Year-end grades are computed from the average of the two semester grades. If there is a question about grades or comments, the student should contact the appropriate teacher. The timeline for quarter and semester grades for second semester seniors is slightly different due to the timing of Senior Independent Projects, and appears on the school calendar.

Student Records

Student records are maintained in both electronic and paper files in the Upper School. This file contains Lower, Middle and Upper School records, standardized testing, communications and other information. At the end of each quarter, grades and comments become part of the student's record at school. Lateness and absence numbers are also part of that report.

Upper School Transcripts

The official school transcript includes a year-end grade for each course (or the final grade for semester-long courses). Additionally, the cumulative grade point average appears on the transcript. Abington Friends does not rank students. There is a "Request to Release Transcript" form that must be completed by the parent/guardian and returned to the Registrar before the transcript can be released.

Academic Concerns

If a student and/or family has a concern about classroom performance, they should take the following steps. First, the student should meet with his or her teacher. If more conversation is needed, the student should contact the advisor for further support

and advice. If difficulties continue, families should contact the Grade Dean, who will work to coordinate efforts to address the issue and contact the Director of Student Support if appropriate.

Students who receive two or more grades of D or below at the end of any semester will be placed automatically on academic probation. Other students who are experiencing significant academic difficulties at the end of a quarter as determined by the grade team may be placed on academic probation. At this time, a family meeting will take place and a letter will be sent home indicating what the student must do in order to be removed from probation. All students on academic probation will have structured study time incorporated into their free periods.

Students on probation will have their re-enrollment status reviewed. Students on probation at the end of the first semester may have their re-enrollment packets withheld (re-enrollment packets are automatically sent to students in good standing early in the second semester). In cases in which the re-enrollment packet is withheld, families will receive a letter explaining the student's status and explaining the terms under which enrollment may go forward. Students on academic probation will be reviewed by the grade team, the Director of Student Support and the Upper School Director, who will make a recommendation to the Head of School about their continued attendance, regardless of whether a student has already re-enrolled for the next year.

Structured Study

After first quarter grades are evaluated, the 9th grade team will require any 9th graders whose academic progress is not sufficient to attend structured study sessions during their free periods to support them in completing their work effectively. These study sessions will be planned by the advisor, Grade Dean and Student Support Team and may include working in the advisor's classroom, in the Wilf Learning Center, with teachers or with other support personnel at school. At the end of each quarter, the 9th Grade Dean and advisors will assess the grades of ninth graders and determine whether they can be released from structured study, or whether they need the additional support due to a drop in grades. Students in other grades who, by recommendation of the Student Support

Team, could benefit from this structured use of free periods may also be assigned to do so on an individual basis. Advisors and Grade Deans are responsible for monitoring the structured study time of students in their advisory/grade.

Course Sign-up

After spring break, advisors meet with their advisees to distribute registration materials, including the *Curriculum Guide* and relevant information for next year's courses. Teachers and department chairs provide further information during classes and assemblies. Students request courses online and review with their families. Directors of Studies then review all requests and the process of scheduling begins. Because of the constraints of any schedule, some placements will require adjustments to course requests. In those instances, the Director of Studies consults with the student about specific requests and alternative choices. Students new to the school begin this process once they have been admitted. Final schedules for all students are created and distributed on the first day of school.

Drop/Add Procedures

Schedules given to students in the fall are assumed to be accurate for both semesters. Any student who wishes to make a course change must pick up a drop/add form from the College Guidance Office. The form must be completed and returned within the first week of classes. Course changes are made subject to the availability of the courses requested. Changes in a senior's second semester program will be reported to colleges where that student has applied or been accepted. Any change requires approval of the appropriate Director of Studies, the classroom teacher, the family, the relevant department chair and the advisor.

Withdraw Pass/Fail

Students who desire to withdraw from a course after the drop/add deadline may petition the Upper School Director who, in consultation with the appropriate department chair and Director of Studies, will determine if the student can withdraw.

This change will be noted on the school transcript as “W.” Students are required to maintain a schedule of five courses each semester, with at least four courses in the core academic subjects. Exceptions to this policy may be made only under special circumstances to be determined by the Director of Student Support and the Upper School Director.

Grade of “Incomplete”

When there is outstanding coursework at the end of a marking period due to illness or other unavoidable situation, students may receive a grade of “Incomplete” and be granted an additional two weeks to complete work. Work that is not completed within that two-week period will receive a zero, and that zero will be factored into the grade. In rare circumstances where work is late due to an extended student illness or other true emergency, a further extension may be granted at the discretion of the Director of Student Support or the Upper School Director.

Senior Independent Project (SIP)

Senior Independent Project is a period in May when seniors leave campus to work, study, and learn under the guidance of mentors. Students have used SIP to deepen service experiences; to learn a skill they have always wanted to learn or to develop a skill they already have; to try out a career path; to enrich previous academic study; or to travel and work in other cities and countries.

Seniors may choose from the following three options for SIP. All options require students to submit formal applications to the SIP Committee. Seniors who fail to meet the requirements for SIP, including completing all coursework and community-service requirements, will remain on campus during the period of SIP. Please note: *School requirements, such as AP exams and athletic commitments, must be considered in planning SIP projects.*

Option #1: Seniors choose projects from the AFS SIP database. Sites include service, the arts, arts administration, business, education, engineering, film/TV/video production, law, medicine, science and technology, and travel. Students contact mentors, meet them if they are in the area, and formalize the details of the

projects with the mentors.

Option #2: Seniors develop an area of academic interest. Students work with AFS faculty members to expand, enrich, or deepen a previous area of study. Students formalize the details of the projects with the faculty members.

Option #3: Students design individual projects. Students work with members of the SIP Committee to research the site or the work, find mentors, arrange to meet if the mentors are available, and formalize the details of the projects on their own.

SIP applications are due in early March. The SIP Committee reviews all applications before spring break.

Standardized Testing

Students in 10th and 11th grades take the PSAT (Preliminary Scholastic Aptitude Test) at school in the fall. Students in 11th and 12th grades are responsible for registering for and taking the SAT (Scholastic Aptitude Tests) and Subject Tests in the fall and/or spring, and receive information and registration forms from the College Guidance office. Advanced Placements (AP) are given at school; students in AP courses receive registration information from their teachers

IV. Attendance

School Day

The school day begins at 8 a.m. and ends at 3:10 p.m. Students are expected to remain on campus at all times during the school day unless they have family permission to leave.

Students must be on time for class, be alert, and have appropriate books and supplies. It is important that they attend all classes and other school obligations, including advisory, class meeting, Meeting for Worship, and assemblies. We ask that appointments (doctor, dentist, etc.) be scheduled after the close of the school day whenever possible so academic work in and out of class is not affected.

After School Policy

Many Upper School students remain on campus after 3:10 in order to participate in extra-curricular activities, to meet with a teacher, to watch athletic contests, or to work in the library or computer lab. The Faulkner Library and Learning Center is usually open until 5 p.m. with a member of the library or technology staff present. Students who are on campus for a school-sponsored extra-curricular activity are supervised by AFS teachers and coaches.

Other students who remain on campus to wait for transportation or to watch games or practices are not supervised by members of the AFS faculty.

Students waiting outside for a ride should remain in the area near Hallowell Gym and the Faulkner Library. Students waiting inside should be in the Bruce Stewart Lobby, the Muller Auditorium lobby, or the Upper School Student Commons. No students should be in classrooms, near the cafeteria, in the hallways, or in other out-of-the-way places after school hours. Once students

leave campus at the end of their activities, they should not return except for scheduled evening events.

Lateness to School

School starts at 8 a.m. with morning assembly, a gathering where roll is taken and announcements about school business, daily activities and special events are made. It is essential for all students to arrive on time for morning assembly in order to begin the day with the entire Upper School community, to meet with their advisors, to hear important announcements and to focus on the upcoming academic day. Because unexpected situations can arise on school mornings, we allow five days of unexcused lateness to morning assembly per semester before consequences begin. In the event of illness, injury, family emergency or unavoidable medical appointment, a student's lateness will be excused with a note or phone call from home. **Regardless of the cause of lateness, parents/guardians must call the Upper School Office (215-576-3969) to notify us of the late arrival.**

Students whose unexcused lateness causes them to miss class will be subject to disciplinary consequences similar to those given for cutting a class.

Chronic lateness affects a student's ability to perform successfully at school and detracts from the academic environment and school life. The following are the consequences and the process of communication:

1. **Warning (4th unexcused late arrival):** An email will go home to let parents/guardians know that the student will have only one more unexcused late arrival before being subject to consequences.
2. **Parent/guardian meeting or email from Grade Dean (5th unexcused late arrival):** The advisor and grade dean will communicate with the student and parents/guardians, who will lay out the concerns and explain the disciplinary process if there is an additional unexcused late arrival.
3. **Five days of morning detentions (6th unexcused late**

arrival): The Dean of Student Life meets with the student to explain that starting the following day, the student will serve five consecutive school days of before-school detention, from 7:30-7:55 a.m. If the student misses or is late to a morning detention, the five-day period begins again.

4. **Ongoing morning detentions:** Each time the student has an unexcused late arrival after serving five days of morning detentions, another 5 morning detention will be assigned and may lead to other disciplinary consequences.

Lateness and Extracurricular Activities

In order to participate in after-school activities, students must be in school all day. Students who arrive at school after 10:25 a.m. are not eligible to participate in any after-school activities (sports, theater, music, etc.) that day. The only exceptions to this rule are excused absences, including college visits, religious obligations, family emergencies and unavoidable medical appointments. We assume that students who are not well enough to be in school during the school day are not well enough to participate in other school-related activities.

Senior Privileges

In the second semester and at the discretion of the 12th Grade Dean, seniors in good standing may leave campus when they have no school obligations. Punctuality is essential for earning and retaining the senior privilege; seniors are expected to arrive on time for morning assembly and for all classes and other school activities. Late arrivals at any time during senior privileges will mean the loss of those privileges. Seniors who have been late after serving morning detentions for one week for lateness during the first semester will not begin their senior privileges until they have arrived at school every day on time for two weeks.

Absences/Illness

If a student cannot attend school, a parent/guardian is to call the Upper School Office (215-576-3969) or email cschwartz@abingtonfriends.net before 8 a.m. For the safety of your child, we must verify their attendance during school hours.

In the case of an unexpected absence, it is the student's responsibility to contact teachers, check online for homework assignments and arrange for necessary extra help. If a student is absent for three or more days, the family should contact the office and coordinate makeup work with the student's advisor. A doctor's note is required for return to school after a three day absence due to illness.

When a family knows in advance that the student will be absent for any length of time, written notification must be given to the Upper School Office at least 24 hours prior to the planned absence. The student must also obtain and complete the Planned Absence Form available at the office. Completion of this form demonstrates that the student has communicated with his/her teachers to determine that the student knows what to do during the absence. Situations in which there is a failure to notify the office in advance of planned absences will be treated as unexcused absences. Students with unexcused absences will be subject to serious disciplinary consequences, including detention, loss of privileges and suspension.

It is extremely important to their learning that students be present whenever possible. Teachers are happy to help students who must miss class due to illness or other reasons approved by the school to make up missed assignments and otherwise catch up. Approved absences typically include religious holidays or obligations, college visits, documented medical appointments, and family emergencies or obligations. Teachers will not make extraordinary accommodations to help students make up class work, homework, quizzes, tests or projects due to an absence that has not been pre-approved by the Upper School administration.

On the first day back to class after any absence, students are

expected to arrange with their teachers to make up tests and assignments. Assignments that were due on a day when a student was absent must be turned in on the first day back to class, or as otherwise arranged with the teacher before the students return to school.

The school discourages extended absences for family trips. In the event that such a trip is unavoidable, the family **MUST** contact the Dean of Student Life several weeks in advance of the trip so that the student's responsibility regarding missed class work, homework, tests, projects, etc. can be clarified and the student can be aware of each teacher's expectations. Families should understand that such absences may adversely affect a student's grades, since the classroom experiences is essential to student learning at AFS.

In the case of an absence of more than two weeks due to a serious illness, injury or psychiatric episode, contact the Director of Student Support for a family meeting to discuss the "Special Guidelines for Long-Term Absences."

V. Student Support Services

Communicating with the School

AFS teachers and administrators are available to students and families to discuss academic or personal concerns. Students should speak first to the classroom teacher about any concerns. The advisor is always available to help facilitate conversations and to offer additional support. When families feel the need to discuss their child's academic progress, the classroom teacher should always be the first point of contact.

If parents/guardians have a concern about their student's emotional or social well-being, they should first contact the advisor and then the Grade Dean and/or Director of Student Support for further support and intervention.

If parents/guardians have a concern about a particular teacher, it is always best to speak directly to the teacher first. If further discussion is desired, the Upper School Director should be

contacted.

When contacting a teacher or advisor in a non-emergency situation, email is recommended. AFS personnel are encouraged to return messages within 24–48 hours.

The Upper School Student Support Team

As in the other divisions, the Student Support Team (SST) in Upper School meets weekly to address academic, behavioral or social issues of students as they arise, and to strengthen lines of communication with families. The SST is composed of the student's advisor, the Grade Dean, Director of Student Support, the Consulting Psychologist, the Director of the Wilf Learning Center, the School Counselor and, as needed, the School Nurse. This group is consulted when more specialized input is needed to support a student's progress beyond the typical communication process described above.

Getting Help with Social and Emotional Problems

Students who are experiencing emotional or social difficulties are encouraged to speak with their advisor or any other adult with whom they feel comfortable in the AFS community. In the case of an issue that raises concerns about the student's health or safety, the adult will guide the student to seek help from the School Counselor, the School Nurse or the Director of Student Support, who will put the appropriate mechanisms for support in place. A student who seeks help from an adult in the community about drug or alcohol use or other serious issues will not normally be dealt with in a disciplinary manner; school personnel will work with the student and the family to address the problem from a support and therapeutic perspective.

Advising

Each student is assigned to an advisor who oversees his/her general academic and social well-being within an advising group of about 10 students. Advisors meet with their advising groups weekly for discussions and group activities, and with individual

students as needed. If difficulties arise, the advisor will contact the family directly and coordinate with the Grade Dean, the Director of Student Support and the Student Support Team.

Advisors also act as liaisons between home and school. To initiate this role, advisors make introductory phone calls to families during the first three weeks of school. Families will have opportunities to meet advisors at Back to School Night and at the fall family/advisor conferences. Ongoing communication between the advisor and the family will continue throughout the year.

In addition, advisors can support students in initiating meetings with teachers when necessary, and can help students think through any issues or concerns that arise during the school day. Grade Deans supervise and support individual advisors and the advising teams for each grade, and the Dean of Student Life oversees the Grade Deans and the advising system of the Upper School.

Abington Friends School Policy on Specialized Learning Support

Abington Friends School is a college-preparatory school that serves students ranging from average to gifted academic achievers. In order to provide assistance to students who have learning or attentional difficulties, an advisory system and a Student Support Team (SST), which take a multi-disciplinary approach, are in place.

The school is able to provide some modifications for students who have learning difficulties documented by a psycho-educational or neuropsychological evaluation. Upon receiving such an evaluation, a meeting of the SST and the family is held to review results and recommendations. Using input from teachers, the advisor, the family, and the learning and/or psychological consultant, the group decides which recommendations are feasible at school and at home. A Formal Education Plan (FEP) is developed and then shared and implemented with teachers and families. Accommodations available may include: extended time; laptop use; audio recording use; calculator use; large print/grid; quiet place for testing; note taking buddy; preferential seating;

behavior plan; foreign language adjustment or waiver; audio books.

The FEP will be updated each year. All parties sign the accommodations agreement. The plan is shared annually with teachers by a member of the Student Support Team.

Adjustments and accommodations to the academic program at Abington Friends School are limited to those remedies contained within School's existing resources, policies, and facilities. These modifications are not meant to constitute a separate or individual program for these students. If the level of support a student needs to succeed in our program is greater than our resources, the family may need to pursue external supports for him or her. Costs vary greatly for these resources. Therefore, the School will work with the family to determine the level and type of outside support that is necessary and offer appropriate names of outside professionals.

It is our hope that every child admitted to Abington Friends School will graduate from the school. However, there are times we find that a student may continue to exhibit either a lack of academic progress or a pattern of inappropriate behavior of such frequency, duration, or intensity that it disrupts that student's own learning or the learning of others. If the School determines that Abington Friends School is not an appropriate placement for the child, the School will work with the child's family to explore alternate appropriate placements whenever reasonably possible.

Extra Help and Tutoring

Learning to recognize and respond to academic concerns or problems is an important skill for all students to acquire. Students are encouraged to meet individually with their teachers if problems arise; the student's advisor can help facilitate and plan meetings with teachers. The Wilf Learning Center Director is also available to work with students and families to identify supplemental strategies to assist students in their learning.

Teachers are available to meet with students who need extra help before or after school, at lunch, or during a mutually free period.

Extra help meets the needs of most of our students; however, it cannot substitute for the long-term tutoring that some students need.

Students who require ongoing support in a given subject or in study skills and organization should discuss the matter with the classroom teacher(s), the advisor and/or the Wilf Learning Center Director.

Families may arrange for tutoring to take place on campus during the school day. These arrangements must be made through the Director of Student Supports' office. If a student is working with a tutor, it is expected that the tutor will establish and maintain contact with the student's teacher(s) and the advisor. Students must disclose outside help they have received on their work when they hand it in.

Appropriate Parent/Family Involvement in Academics

Parents/guardians can be most effective when they encourage the student to go to the teacher directly if a homework assignment seems extremely difficult or confusing. Beyond that, the role of parents/guardians is to help the student make homework a priority, to give emotional support, to recommend resources, and sometimes to act as a sounding-board for ideas.

It is not appropriate for parents/guardians to assist with assignments in such a way that students turn in work that is not fully their own. For example, when helping with writing, or with math or language problems that have been assigned as homework, the end result should genuinely reflect the student's own ability and learning. We know that help students receive from parents/guardians is appropriate when in-class assignments correspond in quality to take-home assignments. If there is a discrepancy, the student is likely receiving the wrong kind of help at home. Also, if students turn in work that does not reflect their own knowledge and learning, it becomes impossible for the teacher to accurately assess the student's progress, and therefore very difficult for the teacher to provide accurate assistance. This can have a crippling effect on a student's progress. Furthermore,

inappropriate assistance can cross the line into academic dishonesty, which has serious disciplinary consequences.

The Faulkner Library

The Faulkner Library serves the Upper and Middle schools. Students use our vibrant and up-to-date collection of books, DVDs, magazines, laptops and online databases to support research and reading.

We work toward the goal of teaching ethical use of information and stewardship of our resources. We expect students to be responsible users of the resources available in the Faulkner Library. Books may be borrowed for four weeks with renewal possible. Students may log into their library account to renew their own materials. Failure to return books or pay for lost books will result in a bill being sent home.

Students are expected to work quietly in the library, respecting the needs of those around them to study. Students planning to work together may do so in the Faulkner Reading Room, if available. Students may not bring food or drink into the library at any time, except for water in a bottle with a sports top. Students who act in a manner contrary to these expectations will face appropriate consequences.

The Jane and Mark Wilf Learning Center

The Jane and Mark Wilf Learning Center provides a space where students can work on building their repertoire of skills to take into their 21st century lives. We believe that students need to be more resourceful, more aware of their own approaches to learning and more engaged in the process of learning and accessing information than ever before. The future will bring higher demands on their ability to sort through information and opportunities in the world and to know how to approach problems.

Guided by the Director, a professional learning specialist, the Center provides our students with stronger self-awareness and better skills to articulate and direct their learning. The space is

designed to provide resources to enrich student learning, helping to develop students who possess skills of active engagement, discernment, collaboration, initiative, leadership and continual learning.

Students will engage in the following activities:

- Mini-lessons to support their learning in all subjects (versatile reading, planning, studying techniques, note taking)
- Brush-up skill building/reinforcement/re-teaching on a range of topics for specific subjects (e.g. grammar, writing, independent science project steps, reading primary sources for history, planning history research papers, tips for studying differently for each subject)
- Study groups with and without teachers
- Workshops on healthy tips for strong learning (e.g. sleep, nutrition, stress reduction, growth mindsets, etc.)
- Tutoring with peer tutors
- Meeting with teachers
- Practicing oral language lab skills
- Working with a variety of online resources

Finally, students will have access to extra textbooks and to teachers, peer tutors and the Director of the Center for questions, support and exploration of their work.

Technology at Abington Friends School

Students at AFS use digital tools to gather, evaluate and use information. They are encouraged to explore a variety of digital media and resources to develop their knowledge, demonstrate creative thinking and share their learning. Our teachers and technology staff work closely with students to explore human, cultural and societal issues related to technology and to develop a sound understanding of technology concepts, systems and operations.

We expect students to conduct themselves online just as they would offline, with integrity, responsibility and awareness that

they are representing themselves and their school in a global community.

Digital Citizenship

The Internet is a rich resource of information and communication with the potential to be a powerful learning tool. It also has the potential to be abused and made inappropriate for a learning community. These guidelines outline the conditions of use of the Internet by the AFS student community.

- No use of the system shall serve to disrupt its operation; system components including hardware or software shall not be destroyed, modified or abused in any way.
- Malicious use of the system to develop programs that harass other users or gain unauthorized access to any computer or computing system and/or damage the components of a computer or computing system is prohibited.
- Users are responsible for the appropriateness and content of material they transmit or publish on the system. Hate mail, harassment, discriminatory remarks or other antisocial behaviors are expressly prohibited.
- Use of the system to access, store or distribute obscene or pornographic material is prohibited.
- System accounts are to be used only by the authorized owner of the account for the authorized purpose. Users may not share their account number or password with another person or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account.
- Users shall not seek information on, obtain copies of, or modify files, other data or passwords belonging to other users, or misrepresent other users on the system, or attempt to gain unauthorized access to the system.
- Personal information such as addresses and telephone numbers should remain confidential when communicating on the system. Students should never reveal such information without permission from their teacher or other adult.

- Students should notify their teacher or other adult whenever they come across information or messages that are dangerous, inappropriate or that make them feel uncomfortable.
- The unauthorized installation, use, storage or distribution of copyrighted software or materials on school computers is prohibited.
- For security and administrative purposes, the School reserves the right for authorized personnel to review system use and file content. The School reserves the right to remove a user account on the system to prevent further unauthorized activity.
- Violation of any of the conditions of use may be cause for disciplinary action.

College Counseling

It is our expectation that every senior at AFS will apply for admittance to a four-year college. As a college-preparatory school, the AFS Upper School devotes many resources to the college admissions process. The Director of College Guidance oversees the process on campus: PSATs, student interviews, transcripts, visits from college officers, information resources and appropriate family meetings.

Academic advising and the course selection process is overseen by the Directors of Studies under the auspices of College Guidance; they work closely with students and families in 9th through 11th grades as students transition into the college guidance process. Families begin receiving regular communication from the College Guidance Office beginning late fall of junior year, including panel presentations, workshops and a variety of college-related events, continuing on to graduation.

Health Concerns

A full-time nurse is available throughout the academic day for dispensing prescription medications and providing emergency first aid. However, certain procedures must be followed to ensure proper health care at school.

Medications

When any prescription or over-the-counter medication (including Tylenol and ibuprofen) is to be administered to a student during the school day, the nurse must have the following:

- Written orders from a physician giving the name of the drug, dosage, when medication is to be taken, diagnosis and/or the reason that the medication is given.
- Written permission from the family for the school to comply with the physician's order.
- Medication in an appropriately labeled pharmacy container and/or over-the-counter medication in its original container as purchased. In either case, an adult should bring the medication to the School Nurse.
- Medication that is not prescribed by a physician may not be administered by school personnel.
- All prescription medications must be from the current school year.

Health Forms

Parents/guardians are required by law to provide the school with medical information on the forms we provide. All records must be completed and on file in the nurse's office at the beginning of each school year.

Illness

If a student becomes ill at school, the student must report to the administrative assistant in the Upper School who will determine whether the student needs to go to the health office and will provide a note for the nurse. Parents/guardians will be called to pick up their child if the School Nurse determines that a child's illness is interfering with the child's participation in routine classroom activities. Students should not call home on their own when they feel ill. The nurse will evaluate the situation and call parents/guardians if needed.

AFS requests that a student with symptoms of a contagious

disease not attend school. These include a rash, strep throat, conjunctivitis, chicken pox, impetigo or pediculosis (head lice). Parents/guardians should notify school immediately upon diagnosis of a communicable disease. Parents/guardians are responsible for checking their children weekly for head lice and notifying the School Nurse immediately if any are found. Instructions to prevent the spread to others will be given.

Emergencies

If a serious emergency occurs at school, we will:

- contact emergency medical services (911),
- contact the School Nurse, and
- contact the parents/guardians family.

If we are unable to reach the family, we will try the other emergency number given to us. If unable to reach the family or the emergency person, we will contact the child's physician.

We require that families keep current the emergency name and number in the school records. Notify us immediately about any change.

Lost and Found

Books, clothing and personal effects that have been found are placed in the Upper School Office, and if not retrieved that day, are placed in a box in the Student Commons. Periodically, all unclaimed articles are donated to charity. The school claims no responsibility for items left or stored in school buildings.

Books and School Supplies

- Information about ordering books can be found on Upper School section of the AFS Website.
- Upper School students are responsible for obtaining the school supplies they need outside of school.
- Teachers indicate on their syllabi any supplies specific to their classes.

Copiers

A copier is available to students in the library. No student may use the copiers in the faculty area.

Telephones

The telephone in the office area may be used by students with permission of the office.

Visitors

Parents/guardians of students wishing to bring a guest to school must send a permission note or call the Dean of Student Life in advance. All visitors must sign in at the office and be introduced to the Dean of Student Life. School rules apply to all visitors. Students may not bring visitors on campus without prior arrangement with the Dean of Student Life.

Fire Drills and Emergency Evacuation

Immediately upon hearing the fire alarm, everyone must exit quickly and quietly by the most direct route outdoors and proceed to the assigned areas. We must be able to account for everyone in the case of fire or other emergency.

Snow Closing

The announcement of school closing or late opening due to weather conditions will be made over major Philadelphia radio and television stations, on the school website at www.abingtonfriends.net and on the main switchboard answering machine. Families can also sign up for text message alerts.

If snowfall begins during the school day, student drivers may not leave early unless their families have given permission. In the event of a snow closing during the school day, students will be notified of the dismissal procedure.

VI. Community Standards

Rules are designed to create an atmosphere of physical and emotional safety for all members of the community and to ensure the smooth operation of the school. By attending AFS, students agree to abide by all school rules. Consequences for violations vary according to the circumstances and the seriousness of the violation.

Students are expected to be good representatives of AFS at all times, whether on campus or off, conducting themselves according to the highest standards of behavior in consideration of the needs of others. Any student whose actions seriously damage the reputation of AFS, seriously jeopardize the safety of the community, or whose behavior serves as a negative influence on the school or other students may be subject to suspension or expulsion, regardless of where those actions occur. We do not seek out situations in which students are behaving irresponsibly outside of school, but when such situations are brought to the attention of school personnel, we contact parents/guardians and address the issue as appropriate.

Consequences for Minor Violations of School Rules

The following violations of school rules are considered minor, unless they are a pattern of behavior:

- Repeated unexcused lateness to class
- Inappropriate behavior in class
- Coming to class repeatedly without necessary materials and books
- Gum-chewing anywhere on campus during the school day
- Eating or drinking (except water) in Stewart Lobby, Faulkner Library, Muller Auditorium, or classrooms without a teacher's permission
- Rude or inappropriate language
- Leaving trash in classrooms, hallways, cafeteria or commons
- Unauthorized use of electronic devices during the school day (devices with
- earphones are allowed in the library and computer lab only)

- Inappropriate behavior in the library
- Dress code violations after a warning
- Physical displays of affection of a romantic or sexual nature after a warning
- Horseplay
- Using athletic equipment in the building
- Using skates, water guns, water balloons, or throwing snowballs on campus
- Being in the Meeting House area, the cemetery, the playing fields, or the parking lot without permission during the school day
- Unsafe driving on campus (first offense only)
- Dishonesty to an adult/academic dishonesty (Note: The adult involved will consult with the Grade Dean and/or Dean of Student Life to determine whether the nature of the dishonesty should be addressed as a major or minor violation.)

When an adult in the community encounters a student engaging in a minor violation of a school rule, the adult will explain to the student in a respectful way why the behavior is a problem and what is expected in the future. In addition, the adult may employ one or more of the following strategies to ensure that the student understands and will not repeat the behavior:

- Call or email home
- After-school detention
- Loss of free periods for up to a week
- In cases where the behavior has had an effect on class performance, there can be
 - an impact on the student's grade as outlined in the syllabus
- In the case of a first dress code violation, the student is given an opportunity to change clothes
- A single instance of unsafe driving on campus results in immediate loss of driving privileges for two weeks; any subsequent incident of unsafe driving will be considered a major rule violation
- In the case of repeated minor offenses, the advisor, Grade Dean and/or Dean of

- Student Life will be notified and appropriate steps will be taken

Consequences for Major Violations of School Rules

When a student has violated a major school rule, the Dean of Student Life will convene student-faculty Discipline Advisory Council (DAC) to recommend appropriate consequences to the Upper School Director or Head of School.

DAC is comprised of six students, four members of the faculty, and the Dean of Student Life; meetings are facilitated by student and faculty co-clerks. The student presents his or her account of events to DAC; the student's advisor or other adult in the community may be present at the student's request. The goal of DAC is to help students who have violated community expectations to understand how their actions have negatively impacted the community, to support them in finding ways to avoid such behavior in the future, and to assist them in rebuilding trust within the community. DAC decisions are reached by consensus and all deliberations are kept in strict confidence by all members. DAC members take all of the circumstances of a particular situation, including the student's answers to questions during the procedures, into consideration. Parents/guardians are notified when the administration determines that a student has violated a major rule and will be appearing before DAC. The DAC charter is available in the Upper School Office for review.

The following violations of school rules are considered major:

- Academic dishonesty
- Dishonesty in word or deed (when the adult determines that the act of dishonesty is a major violation)
- Unexcused absence from class or other school obligation
- Leaving campus without permission
- Theft
- Vandalism
- Harassment or bullying in person or on social media
- Fighting or acts of violence

- Possession of a weapon
- Possession or use of illegal substances
- A pattern of repeated violations of minor school rules

In more serious cases, DAC may recommend out-of-school suspension, dismissal or expulsion as a consequence. More often, after-school detentions, loss of free periods, or a day-long detention may be recommended. A typical DAC consequence includes an apology to the appropriate party, a written reflection, and some type of additional action that will assist the learning process and help the student rebuild the trust of the community. Most students who appear before DAC are placed on behavioral probation until graduation, which means that any further violation of a major rule may result in dismissal from school.

Note: The following violations result in immediate expulsion from school. In these situations, DAC may meet in order to allow the student an opportunity to address the community, but not to decide the consequences:

- Sale or distribution of illegal substances on campus or at any school-sponsored event
- Making a credible threat of violence against the school community or any individual in it

Explanation of Specific Consequences

Detention

Faculty and staff may assign detentions for violations of minor school rules. More serious consequences may result for repeated violations. Detention is held from 3:15 to 4:15 p.m. on Thursdays; during detention students will be assigned consequences based on their infractions. Students must sign up for one of the next two detention periods after receiving notice of the assigned detention.

A student who misses an assigned detention may be subject to more serious consequences, including parent meetings, loss of free

periods, day-long detention and/or suspension. Parents/guardians will be notified by email when their child receives a detention.

Loss of Free Periods

Students may lose free periods for one week for a minor violation of school rules, as determined by the Grade Dean and/or Dean of Student Life; a longer period of loss of free periods may be assigned by DAC in response to a major violation of school rules. Students who have lost free periods may be assigned to supervised free periods.

Day-long Detention

Students may be assigned a day-long detention when DAC decides that a symbolic separation from the school community will assist in the learning process, and that an out- of-school suspension would not be appropriate.

A student who has been assigned a day-long detention is responsible for making up homework, tests, and other work. Participation in after-school events will be decided in individual cases by DAC. Students serving day-long detentions are responsible for bringing their lunch.

‘

Out-of-School Suspension

Students may be suspended from school as a result of multiple violations of minor school rules, or for other violations that affect the integrity and/or safety of the school community. An additional violation of the same type may result in more serious consequences, including dismissal or expulsion from school.

A student who has been suspended is responsible for making up homework, tests, and other work. During a suspension, a student may not participate in any school-sponsored activities or be on campus for any reason.

Dismissal

Students who are dismissed from the school will have the option to apply for re- admission after a period determined by the Head of School.

Expulsion

Students who make credible threats against the school community or any individual in it, or who sell or distribute illegal substances on campus or at school events will be automatically expelled. Students who have had multiple offenses, who use alcohol or other drugs at school, or who violate other major school rules may be expelled. Students who are expelled from the school will not be able to return under any circumstances.

Notes: Suspensions, dismissals, and expulsions are reported to colleges when requested on the college application.

Students who have been dismissed or expelled are not permitted to be on campus or attend school events without specific permission from the Upper School Director or Dean of Student Life.

Additional Information on Specific School Policies

Academic Dishonesty

Students at AFS are expected to uphold the highest standards of honesty and integrity at all times. The best learning environment is one built on trust and openness among all members of the community. Academic dishonesty is a serious violation of school rules and of commonly held moral values and interferes with both student-teacher relationships and with the learning process.

The faculty acknowledges that the explosion of information on the Internet and its easy availability can be confusing to students as they do homework and research assignments, and that the line between academic honesty and dishonesty may sometimes seem blurred, especially to younger students. However, all Upper

School teachers review with their students examples of academic dishonesty that apply to their discipline and discuss in class ways in which students can avoid such problems. Students should always check with their teacher when they have a question about whether a particular action is considered academic dishonesty. Teachers routinely utilize anti-plagiarism software to check student work.

Examples of academic dishonesty are:

- Distribution or possession of test or quiz materials or information prior to the assessment
- Handing in work as the student's own when it is not
- Using an online translator for foreign language assignments
- Providing work for another student to copy and hand in as his/her own
- Intentionally copying material from print sources or from the Internet without
- appropriate citation
- Use of a cell phone or other electronic device during tests or exams
- Requesting, providing or using materials or information other than those allowed
- by the teacher during testing

Harassment

AFS is committed to creating a safe and supportive environment for all adults and students. Harassment in any form, including teasing and bullying, will not be tolerated. Harassment is defined as any behavior that stigmatizes, intimidates, or victimizes someone for any reason, including but not limited to race, sex, religion, ethnicity, sexual orientation, gender identity, socio-economic status, age, physical or other personal characteristics. **The use of electronic devices (cell phones, social networking Internet sites, etc.) for the purpose of harassment by Abington Friends students in or out of school will be addressed in the same manner as other forms of harassment and bullying when brought to the school's attention.**

Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, sexually suggestive jokes and gestures, and other unwelcome verbal or physical conduct of a sexual nature, in person, in writing, over the phone, or through means of electronic communication.

There can be confusion about what is or is not considered sexual harassment. **Any time a student is in a situation in which someone else's words or behavior make him or her feel uncomfortable or frightened, that concern should be brought immediately to any trusted adult (School Counselor, advisor, teacher, etc.).** The adult will then consult with the Dean of Student Life and the Upper School Director to investigate the reported incident in a confidential and appropriate manner.

The school's response to harassment by a student may include notification of families, probation, required counseling, suspension or dismissal from the community and the involvement of authorities.

Controlled/Illegal Substances

AFS takes the physical and mental well-being of its students very seriously. The school prohibits its students from possession or use of tobacco, alcohol, or other drugs (unless medically prescribed) either on the premises or at any school-sponsored activity. Any student found in violation of this policy is subject to suspension, dismissal or expulsion. Further, any student attending school or school events under the influence of alcohol or unprescribed drugs may be likewise suspended, dismissed or expelled.

If any member of the student body, faculty, administration or staff has concerns or information, or is witness to a student's possession or use of alcohol or controlled substances, or misuse of prescription drugs, that concern should be immediately brought to the Dean of Student Life or Director of the Upper School. It is incumbent on faculty, administration and staff to follow through in this area for the welfare of the student(s) and the community.

Just as we do not promote drugs in any way, we do not allow the consumption of non-alcoholic beer or anything else that could be interpreted as encouraging the use of illegal substances.

The consequence for the sale or distribution of illegal substances may be expulsion.

Dress/Appearance

At AFS, our purpose in having a dress code is to define a community expectation around attire that takes into consideration: our identity as a Quaker school that values peace and non-violence; the cultures of a diverse group of families with a range of expectations around clothing and self-expression; and the knowledge that learning will happen in varied physical environments.

With that in mind, we ask students to dress modestly and respectfully.

- Hats, caps and sunglasses may not be worn inside the school building.
- Attire reflecting violence, the military (including camouflage or military symbols), or sexual, racial or religious insensitivity, or that refers to tobacco, alcohol or illegal drugs is not allowed.
- Any clothing that allows undergarments or midriff to show should not be worn.

Advisors, Grade Deans and Administrators will further clarify with students what those expectations entail at the beginning of each school year. At the discretion of the administration, a student may be asked to change clothing that violates the spirit of this policy, or to cover the clothing they are wearing. Should students continue to fail to meet the expectations of the dress code, the School will contact the student's family. If, after such a conversation, the student's clothing continues not to reflect our dress code, there will be more serious consequences.

Lobbies and Hallways

Our public spaces (lobbies, lounges and hallways) convey the first and often a lasting impression of our school. Perhaps nowhere more than in these public areas are students expected to be good representatives of AFS, conducting themselves according to the highest standards of behavior. For example, students are expected to avoid lying on the furniture, obstructing passage in the halls and leaving personal possessions outside of their bags and lockers; all trash should be picked up. Card playing is permitted only in the cafeteria/Burgundy Room and in the Student Commons.

The Bruce Stewart Lobby is the primary reception area for the school and students are asked to be aware of its public nature and to create space when needed for visitors. No food or drink (other than water) is allowed in the lobby at any time. Book bags may never be left in the lobby.

Outside Locations

For safety reasons, students should stay close to the Upper School building area; they are not permitted in the cemetery, near the Meeting House, in the areas outside of the Lower School or on the playing fields during the academic day without adult supervision. (An exception is the basketball court behind the pool.) Students are permitted to be in the parking lot only with permission from the office.

Students are expected to use good judgment and care when they are unsupervised during free periods, and to seek the assistance of an adult should any student need help.

Cars and Driving Privileges

All cars must be parked only in designated spaces. Students are not allowed to be in the parking lot or sitting in cars during the school day. All students must obtain a parking sticker from the Upper School Office. Students parking in the lot without a parking sticker or in a prohibited spot will lose campus driving privileges.

Students are expected to drive with caution at all times when driving on school grounds, are required to follow the normal flow of traffic and to obey the 10 mile per hour speed. No student may borrow another student's vehicle. Any parking or driving violation on campus is a serious offense and may result in the loss of driving privileges, a family conference, or other disciplinary action.

Off-campus Privileges

Upper School students are not allowed off campus during the school day without supervision by school personnel or permission of parent or guardian. The only exception to this rule is second semester seniors in good standing who have been granted senior privileges by the faculty.

Unapproved Visitors

Students may not meet individuals who are not members of the AFS community anywhere on campus during or after the school day or invite them into school buildings without permission from the Upper School administration.

Possessions

When not in use, personal belongings should be kept in lockers. Book bags are an exception and can be stored in the hallways along the walls without lockers and not blocking doorways. In keeping with Quaker values, it is expected that students refrain from wearing, bringing or exchanging items of significant value such as expensive jewelry or large sums of money. Students may bring cameras, computers or other electronic devices for school use, but should be mindful of keeping those items with them. Students are expected to respect the property of others and never borrow others' possessions without their permission.

Should an item be missing, the student should inform the Upper School Office. We will make every attempt to recover the missing item.

Electronic Devices

Personal listening devices and electronic games may not be used in the Upper or Middle Schools during the school day (8 a.m. - 3:10 p.m.). If used inappropriately, they will be confiscated.

Cell Phones

Cell phones may be used in school except for in the Muller Auditorium, the Middle School hallways, the Meeting House and in classes (a class is anywhere a teacher is in charge). Teachers may ask that students place their phones in a spot designated by the teacher at the beginning of each class and pick them up at the end of the class. Students may text in the library, but may not talk on cell phones. **All cell phones must be set on “silent” at all times.** Proper phone etiquette must be followed: no loud talking or using phones as listening devices with earphones. Students who violate any of these rules and use cell phones in inappropriate places or ways will lose their cell phone privileges for one week. Second infractions will be dealt with as a serious disciplinary issue.

Food, Beverages and Gum

Students are allowed to have recyclable or reusable plastic bottles of water in school at any time. Students may eat and drink during morning break and certain lunch meetings with faculty supervision, except in the Stewart Lobby, where no food or beverages other than water are allowed at any time. At all other times during the school day, students may eat and drink only in the Student Commons, and they are responsible for keeping that space clean and neat. Students may not chew gum anywhere on campus during the school day or in school buildings at any time.

Public Behavior

Students are expected to be considerate of others at all times. Rude or offensive language, horseplay, and physical displays of a romantic or sexual nature are inappropriate at school. For safety reasons, athletic equipment may not be used in the school building. Similarly, water guns, water balloons and snowballs are not permitted on campus. Students must not leave trash anywhere

in school buildings or on campus and should pick up trash when they see it.

VII. Co-Curricular Activities

AFS offers a number of extracurricular activities for its students, including sports, theatrical performances, student-led choral groups, the yearbook, the newspaper, the literary magazine and a variety of student and faculty-initiated clubs.

We encourage our students to manage their own time and affairs regarding extracurricular activities in order to learn how to prioritize responsibilities. Occasionally, an athletic event or theatrical production in the evening might interfere with a student's homework routine. However, the family, the student and the advisor need to oversee the proceedings to avoid difficulty with over-commitment.

The following are examples of activities offered in recent years:

- Affinity Groups
- Quaker Life
- Mock Trial
- *The Whole Tree* (literary magazine)
- *The AFS News* (digital video news show)
- Community Service Council
- Gender and Sexuality Alliance
- Chess Club
- Poetry Slam
- Robotics Club
- Astronomy Club
- Mathletes
- Model UN
- Foreign Films

Athletics Policy and Program

All Upper School students are required to participate on one athletic team per year. Application for exceptions to this requirement must be made to the Athletics Director (See Appendix 2). For a full view of the policy, program, objectives and procedures of the AFS Upper School athletics program, consult our *Athletics Handbook*, available on the AFS website. Information about athletic events is updated daily on the AFS website and the Athletic Hotline (215-576-3983).

VIII. Financial Obligations and Insurance

Financial Obligations

The Business Office is responsible for handling tuition and student accounts. Families are reminded that accounts must be paid in a timely manner. By regulation of the School Committee, students are not permitted to attend classes, sit for examinations, nor have transcripts released if payments to the school are not made in accordance with the agreed payment plan. Accounts are delinquent if payment is not made by the scheduled date. Furthermore, no student will graduate or be enrolled for another academic year until all accounts are clear. Tuition payments received are applied to the oldest debt.

Insurance

We assume that Upper School students are covered by the health and accident insurance of their parents/guardians, and that such information is indicated on registration forms. The school also purchases student accident insurance to help offset the out-of-pocket medical costs associated with school-related accidents. Should your student be involved in an accident at school, contact your division director for assistance with the claim process.

IX. General Information

Contacting the School

The success of any educational institution depends on its ability to exchange information freely and efficiently without interfering with the real business of student learning. To that end, we have tried to organize and share information with members of the Meeting, families, alumni and prospective candidates in ways that make sense. Our email and voice mail systems allow teachers to be contacted directly at school. Any member of the faculty or staff may be contacted directly by email through first initial, last name @abingtonfriends.net. **If you leave a message and do not hear back in two working days, please call the Upper School Office at 215-576-3969.**

The following is a partial list of primary contacts in various designated areas:

Academic Advising.....Ryan Keaton, Kristen Miller & Joanna Upmeyer
 Academic Support.....Renie Campbell
 Appointments, General information.....Carolyn Schwartz
 Athletics.....Jeff Bond, Lisa Treadway-Kurtz
 Attendance.....Carolyn Schwartz
 Advanced Placement Exams.....Maryann Cummiskey
 AdvisingToni Graves Williamson
 Billing and Tuition Payments.....Claudia Paul
 Bus and Van Service.....Chris Santaniello
 College Guidance.....Ryan Keaton, Kristen Miller
 Communication and Public Relations.....Lil Swanson
 Counseling.....Kevin Ryan

Department Chairs:

Arts.....Donna Russo
 English.....Mary Lynn Ellis
 History.....Margaret Guerra
 Libraries.....Toni Vahlsing
 Education Technology.....John Rison
 Mathematics.....Erin Bengtson

Modern and Classical Languages.....Brian Cassady
 Physical Education and Health.....Nikki Kent
 Science.....Chris Hunter

Curriculum QuestionsDepartment Chairs, Dominique Gerard
 Development & Fund Raising.....Devin Schlickmann
 Disciplinary MattersToni Graves Williamson
 Diversity & Inclusion.....Toni Graves Williamson
 Facilities Rental.....Rusty Regalbuto Faculty
 Issues.....Dominique Gerard
 Grade/Comment Reports.....Maryann Cummiskey

Grade Deans:

9th.....Angie Adams
 10th.....Toni Vahlsing
 11th.....Drew Benfer
 12th.....Lisa Treadway-Kurtz

Health or Medical IssuesSusan Harris
 Insurance.....Martha Scache
 Senior Class Events.....Toni Graves Williamson
 Snow Emergency.....www.abingtonfriends.net
 Sports Schedules.....Athletic Hotline (215-576-3983)
 Summer Enrichment ProgramsRusty Regalbuto
 Standardized Testing.....Maryann Cummiskey

Technology Equipment & Programs.....	John Rison
Transcripts	Maryann Cummiskey
Tutoring/Special Needs.....	Dan Taboda
Visitors.....	Toni Graves Williamson

Home and School Association

All families of AFS students are automatically members of the Association. Its activities are led by the families and supported by the school as a whole. The Association’s Upper School responsibilities include:

- soliciting the participation of families whose interests and expertise meet specific needs of the school
- hosting and planning Upper School functions for students and/or families,
- facilitating communication between families and the school
- planning family seminars and
- helping to chaperone student activities.

We encourage all families to become active participants in the Home and School Association. Meeting dates and a calendar of activities are listed on the Association’s AFS website page.